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ABSTRACT

This guide presents a description of a vocational fair and suggestions for organizing and operating it with students. Schedules, materials used, and organizational strategies are included. Part I provides the rationale for and benefits of a vocational fair. Part II focuses on organizing the fair. It covers organizing a plan (grade level of students, dates, transportation of students from other schools) and making vocational staff aware of the fair's significance. A timeline is provided. Part III addresses developing the program, including designing fair layout, designing displays, determining information to be conveyed, scheduling students, and providing a culminating activity. Part IV discusses supplementary activities: orientation, open house, best display contest, and publicity. Part V suggests two evaluations--immediate responses from teachers and students and survey of students enrolled in vocational courses during the next school year to determine influences. Appendixes include a vocational orientation plan, guidelines for vocational displays, sample vocational course selection forms, vocational survey, and Project INFOE (Information Needed For Occupational Entry) material for displays. (YLB)

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ED349377

GUIDELINES FOR ORGANIZING

A

VOCATIONAL FAIR

Barbara Lonas

Associate Project Director

Comprehensive Career Development Program

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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PART I - PREFACE

Introduction

Competition between programs for students has never been stronger! Additional academic requirements needed for graduation plus an honors diploma option are threatening the future of many elective courses within the school curriculum. Vocational education programs are among those fighting for survival.

Vocational teachers are finding it necessary to actively campaign to recruit students to enroll in their programs. In most cases, traditional methods of recruitment are no longer effective.

One concept of a very successful vocational fair emerged from a program designed for special education students with potential for future placement in comprehensive vocational programs. Three components comprised the program: (1) an overview of the vocational course offering, (2) information regarding career opportunities in the particular career fields included and (3) a hands-on activity that was representative of a skill they would develop early in the course which also had practical value even if they did not choose to take the course. Only one course offering was explored at a time. The success of the program with special education students led to the development of an orientation program for all students, replacing the traditional and less effective tour of the vocational facilities.

Purpose of the Guide

An idea is conceived but then must be molded and developed to organize it into something workable. The guide will present a description of a vocational fair along with suggestions as to how to organize one and the mechanics of operating it with students. Schedules, materials used and organizational strategies are included.

Rationale

Secondary students are being heavily courted to fill a vast array of elective courses within the school curriculum. Students are familiar with many of these electives because of exposure in earlier years such as art, music, and computers. But elective courses that are unfamiliar to the students must be introduced effectively to familiarize and entice them to enroll. Such is the case for most vocational offerings.

An effective orientation to unfamiliar programs must consist of more than a slide presentation and a hurried large-group tour. Students must be able to explore these new courses in greater depth, even at the first presentation, to get a feel for what being a part of a particular course would be like. The initial exposure is often the only opportunity a student has to develop a desire to at least further explore the potential of their enrollment in the class.

Benefits

Students participating in the vocational fair will receive an orientation to vocational courses that will give them concise and informative data concerning each vocational offering plus the added feature of a hands-on experience. The vocational fair, conducted by students currently enrolled in the course, offers opportunities for students to react with students regarding experiences they have had in the course.

Vocational teachers can promote their programs in an effective way by utilizing their students. This method frees them for more in-depth counseling with prospective students. Students who enroll in their classes have a clearer picture of what the course consists of prior to admission than students not participating in a vocational fair. The end result is a classroom of satisfied students not desiring to move to another program. The vocational fair is an excellent recruitment tool!

PART II - ORGANIZING

Principals and Counselors Meet

An undertaking of the magnitude such as a vocational fair requires the support of all guidance and administrative personnel from schools involved. If the fair is to benefit students in feeder schools, the staff from those schools should be involved at the onset.

The program concept should be presented as completely as possible, leaving room for change and further development. But because the idea is new, the activity will be easier to conceptualize given adequate information.

Organize a Plan

The grade level of students who will participate in the vocational fair will be the first decision to be made. It could be directed toward students who are preparing to enroll in a high school program and are outlining a four-year curriculum plan. Or it could be for 9th grade students who may be eligible for the first time to enroll in comprehensive vocational programs. It could also be part of a career exploration program. The determination must be made at each system level to address specific needs of that particular system.

If the fair involves students who are in schools away from the campus site of the vocational school, it must be determined if students will be bussed to a central location or if the fair will be made portable and taken to individual school sites. There are advantages to either approach. If transportation costs are a problem, the fair may need to be taken to the students. Transporting the fair and staffing it during regular school time will be more difficult than if the fair is assembled on the site where the staff works daily. Organizing the move will be an important step.

Dates to conduct the vocational fair need to be determined well in advance. Care should be taken to select days that do not conflict with other important activities, such as test days, in each of the schools involved. A schedule of dates should be decided upon where all schools can participate concurrently so as to efficiently use scheduled time of the vocational school as well.

The current career planning needs of the students who will be attending should be discussed before the fair is designed. Care should be taken to include information relevant to the career development experience level of the students. The desired

student outcome should be determined. Activities having to do with students prior to the fair will need to be designed.

A second meeting closer to the actual vocational fair will finalize scheduling of students. Transportation, time schedule, permission slips, lunch and other pertinent details will be decided at this meeting.

Vocational Staff Meets

Vocational staff needs to be made aware of the significance of a vocational fair to the success of their overall program. The decision to conduct the fair lies with the administration, however, it is important that the vocational staff be willing to accept the idea. This meeting will be an initial step. The general plan should be presented to them including information on when feeder school staff would be meeting and what would be discussed.

After the vocational school administration and vocational fair planners have met with feeder school staffs another meeting with the entire vocational staff is needed immediately. A report of progress thus far should be made. Vocational staff should always be kept informed of any developments pertaining to the fair. A timeline for implementation plus details of what is expected of them must be given along with sufficient time to prepare for the fair. Specific duties must be assigned. (Appendix)

Timeline

Prior to fair

Three months	Meeting with vocational staff Meeting with principals & counselors Meeting #2 with vocational staff Begin construction of displays
Two months	Conduct orientation for students to attend fair Develop detailed plan with feeder school counselors
Two weeks	All displays completed
***	Conduct vocational fair for students Open house for public
Two weeks after	Follow-up visit to vocational school for students interested in enrolling
One month after	Registration

PART III - DEVELOPING THE PROGRAM

Designing Fair Layout

The space where the vocational fair will be set up will dictate what can take place. If a large area such as a gymnasium is not available, plans may need to be made to set up the fair in sections. To be considered, also, are the numbers of students who will be experiencing the fair at one time. A grid should be drawn designing the layout with each display indicated, the number of feet required, space between and traffic flow pattern. If large numbers of students will be in the area at one time, displays should be farther apart than would be necessary for smaller groups. If students are to sit instead of stand at each display, allowances for chairs will also need to be made.

Designing Displays

The method of delivering the fair to students will be a determining factor in the style of the display. If the fair is to come to the students it must be portable and easy to assemble. The display should be self-contained and should not depend on wall space that may or may not be available on the fair site.

A booth can be made by using three sheets of 4' x 8' paneling. Each piece is framed on the back side to give it stability. Then the three sheets are joined by hinges with pins that can be pulled to easily transport and store the booth for future use. The paneling provides a large, attractive display area. In front of the booth is placed a table for demonstration materials and supplies.

Uniformity in the design of the displays creates an attractive fair creating an illusion that it has been well planned and its importance has been stressed. The additional effort it takes to do this is well worth it. Skirts on the tables also add a nice finishing touch.

Determine Information to Be Conveyed

The objective of the career fair is to present the following information to students:

(1) an overview of each vocational course;

(2) information regarding career opportunities in career fields relating to each vocational course; and

(3) a hands-on activity that is representative of a skill they would develop early in the course and that has consumer value.

Each display should have basic information. The INFOE program (see appendix) provides the data necessary and is updated annually. Students can be informed prior to their attendance at the fair that this information will be contained in each display and they should be instructed as to how to interpret it.

A syllabus of the course should be available whether posted on the display or given as a hand out for students expressing an interest in taking the course. The teaching style of the teacher is also helpful for students to know.

Students relate well to other students. The display should be manned by advanced, mature students who are presently taking the course. They must be trained by the instructor as to what to say and do when presenting information to the students. This is critical to assure quality presentations.

When students can become involved and actually do something they are more interested than when just listening to someone talk. Activities that have consumer value are suggested such as how to properly transplant a plant in Horticulture, change a spark plug in Auto Mechanics, take a blood pressure or temperature in Health Occupations, experience photosynthesis in Electronics, make a paper bag puppet in Child Care, and set some hair on rollers in Cosmetology.

Pictures, diagrams and colorful posters add to the display. Items should be neatly and attractively labeled. Photographs of students working in the class are of interest to students as they try to recognize persons they know. Pictures should be at least 8" x 10" so that they can be easily seen from a distance.

Items within the display that have moving parts add to the excitement. Curiosity generators that get students to think and ask "how does that work?" are not only educational but leave a lasting impression. If electricity is needed, a source must be available and planned for.

Scheduling Students

The success of the vocational fair is going to depend largely on the amount and quality of time during which students are involved. This is not easy to determine. Too much time in one place can be as detrimental as not enough. Information conveyed should be concise, interesting and well organized. Usually ten minutes per display is sufficient with 5-6 students ideally at a display at one time.

Students should rotate through the fair in an organized manner. They must be evenly divided among all the displays at the beginning. A timer keeps track of the time and rings a bell. When the bell rings the students all move in the same direction to the next display.

When larger groups of students must be in the fair at one time it is beneficial to have the students sit in chairs in front of the displays to assure that students are where they are supposed to be. Space will need to be planned for chairs if they are used.

Culminating Activity

After all of the students have visited every display, they are given a sheet to indicate their interest. (Appendix) The purpose of the survey is to give the counselor direction in follow-up. Individual visits to classes indicated may be arranged for students following the fair.

PART IV - SUPPLEMENTARY ACTIVITIES

Orientation

The vocational fair will most likely be only one of many activities included in a career orientation program. For the fair to be most beneficial to the students, other experiences must precede and follow the fair.

Students may be enrolled in a career orientation class. Here students will be able to study career clusters, opportunities, requirements and other information leading to a deeper understanding of the nature of the vocational course offerings. An assessment of their personal strengths and weaknesses will also lead them toward preparation for course selections.

Teachers, by being made aware of the impending vocational fair, can prepare the students in their classrooms by giving them relevant career development instruction in many forms too numerous to mention. The teachers should instruct the students on how to interview the fair presenters and what information is to be gleaned from it. A written assignment for the students to complete while or after attending the fair creates a serious attitude in the students towards this activity and helps them stay on task. A written interview form may be sent with the student.

An orientation to the vocational offerings should be done in the classrooms prior to the students experiencing the fair. A slide or video presentation will introduce them to the program.

Following the experience the students have in attending the vocational fair they should have opportunities to visit and spend time in classrooms of the course they are considering in enrolling. By the time the students enroll in the class they should be comfortable with their choice.

Open House

A vocational fair is an excellent opportunity to share information with parents and the general public about the vocational offerings. If instructors are to experience the fair in addition to the advanced vocational students, these instructors should be available to talk with students. Craft committee meetings could also be held at the time of open house creating a special day/evening for committee members.

Best Display Contest

A contest to select the best display can add excitement and challenge for teachers as well as students. Judges, possibility from the overall advisory committee, should be selected from non-school personnel. Criteria for judging needs to be determined by vocational staff in advance of the fair and made known to teachers and students who are assembling displays.

Publicity

Excitement needs to be generated to encourage parents, community and students to attend. Publicity conducted by vocational students, themselves, is yet another learning experience. Radio, television and newspapers are all sources that should be tapped. Brochures are an excellent public relations tool.

PART V - EVALUATION

Two evaluations should be conducted following the fair. The first one should be an immediate response from teachers as well as students following the fair. What worked and didn't work and improvements and suggested changes need to be noted while they are fresh on their minds. This can be done formally or informally.

The second evaluation is conducted with students enrolled in vocational classes after the next school year has begun. The purpose is to discover what actually influenced their vocational choice. (Appendix)

Appendix

1. Vocational Orientation Plan - 1985 & 1986
2. Vocational Display
3. Schedule for Booth Orientation
4. Vocational Display and 9th Visit to A.C.C.O.D.
5. Vocational Course Selection forms (2)
6. Vocational Survey
7. INFOE material for displays

(SAMPLE)

VOCATIONAL ORIENTATION PLAN

1985

January 8	Meeting with ACCOD faculty
January 15	Meeting with principals and counselors
January 21-24	Show ACCOD slides to all 9th graders Anderson County High Clinton Junior High Norwood Junior High
January 28-February 1	Develop detailed plan with 9th counselors for their particular school
February 1	All displays completed
February 11-15	Vocational Education Week Vocational Fair in schools for all 9th graders Anderson County High (2 days) Clinton Junior High (2 days) Norwood Junior High (1 day)
February 19	Open House and Advisory Committee Meeting
February 25-March 1	9th potential vocational students visit ACCOD (3 classes)
March 4-8	Registration

(SAMPLE)

VOCATIONAL EDUCATION WEEK

February 9-13

Monday

Set up booths for Vocational Fair

Tuesday

Vocational Fair for Norwood Junior High & Clinton High Special Education (Students visit 2 course choices in afternoon)

Wednesday

Vocational Fair for Anderson County High

Thursday

Vocational Fair for Anderson County High
Open House - 6:00 p.m.
Advisory Council Meeting 7:00 p.m.

Friday

Vocational Fair for Clinton Junior High

****

Booths - same design as last year

(1) career and course content information on panels
(2) students to man booths and explain course
(3) a hands-on activity for visiting students

****

More details will be coming later but this will give you some time to plan. If you need some help, see Wilma, Barbara, Larry or Cleve.

MEETING WITH FACULTY

VOCATIONAL DISPLAY

Each teacher will be responsible for setting up their booth. Every booth will have information depicting their course displayed on the background.

Items to include:

1. Title in center at top
2. Career information from INFOE program
3. Photographs (12 x 14) 3 or 4
4. Charts, graphs, etc.

Hands-on activity (10 minute limit)

1. Equipment and supplies necessary to conduct a simple hands-on activity for 5-6 students at a time representing something taught in the course.
2. Instructions for the activity.

(SAMPLE)

SCHEDULE FOR BOOTH ORIENTATION

Anderson County High School

Tuesday (Bookstore Booths) Wednesday (Coke Machine Booths)

8:30 - 9:25	2 classes
9:30 - 10:25	1 class
10:30 - 11:30	1 class
12:15 - 1:00	1 class
1:05 - 2:05	2 classes
2:20 - 3:10	1 class

Tuesday ACCOD break - AM: Break at the same time but stay in Coke Machine Commons area

Tuesday ACCOD break - 2:00 - 2:08 (for early breakers)
2:08 - 2:15 (for late breakers)

Wednesday ACCOD break - AM: 10:25 10:35 everyone break
PM 2:10 - 2:08 (for early breakers)
PM 2:08 - 2:15 (for late breakers)

THURSDAY - NORWOOD JR. HIGH (All Booths)

8:50 - 11:20

(Break - 10:25 - All ACCOD & NJHS)

NJHS Lunch: 11:20 - 12:00
NJHS in Mkt Rm 12:00 - 12:45

NJHS in your classroom 12:45 - 1:15
NJHS in your classroom 1:15 - 1:45

FRIDAY - CJHS

8:45 - 11:25 (150 students)

Break: 10:00 everyone

12:15 - 3:00 (150 students)

Break: To be decided

(SAMPLE)

VOCATIONAL DISPLAY

Each teacher will be responsible for setting up their booth. Every booth will have information depicting their course displayed on the background.

Items to include:

1. Title in center at top
2. Career information from INFOE program
3. Photographs (12 x 14) 3 or 4
4. Charts, graphs, etc.

Hands-on activity (10 minute limit)

1. Equipment and supplies necessary to conduct a simple hands-on activity for 5-6 students at a time representing something taught in the course.
2. Instructions for the activity.

9TH VISIT TO A.C.C.O.D.

Students will have chosen 3 areas they are interested in exploring further before making their final selection prior to registering for the 1985-86 school year. They will visit each of the 3 areas on a planned scheduled time. Each teacher will in advance have a list of students who will be coming to their class. When students visit they should have the opportunity to:

1. Get acquainted with the teacher
2. View the shop areas
3. Have oral orientation of course
4. Do a hands-on activity

VOCATIONAL COURSE SELECTION

Name _____ School _____

Mark the first and second program that interests you

____Auto Body Repair
____Automotive Technology
____Child Care
____Cosmetology
____Drafting
____Electricity/Electronics
____General Building Trades
____General Metals (Welding) (Afternoon only)
____General Metals (Machining) (Morning only)
____Health Occupations
____Office Technology
    ____Secretarial (Includes Shorthand)
    ____Clerical
    ____Data Processing
____Small Engine Repair
____Horticulture
____Ag Mechanics
____Marketing

Even if you are not going to be a vocational student, please mark the above, but also mark here:

____I do not plan on being a vocational student

Name _____ School _____

Mark the first and second program that interests you

____Auto Body Repair
____Automotive Technology
____Child Care
____Cosmetology
____Drafting
____Electricity/Electronics
____General Building Trades
____General Metals (Welding) (Afternoon only)
____General Metals (Machining) (Morning only)
____Health Occupations
____Office Technology
    ____Secretarial (Includes Shorthand)
    ____Clerical
    ____Data Processing
____Small Engine Repair
____Horticulture
____Ag Mechanics
____Marketing

Even if you are not going to be a vocational student, please mark the above, but also mark here:

____I do not plan on being a vocational student

School _____ Name _____

VOCATIONAL SELECTIONS

(Circle the courses you are interested in)

AIR CONDITIONING/REFRIGERATION

AUTO BODY REPAIR

AUTO MECHANICS

CHILD CARE

DISTRIBUTIVE EDUCATION

DRAFTING

ELECTRICITY/ELECTRONICS

BUILDING TRADES

WELDING

MACHINING

HEALTH OCCUPATIONS

SMALL ENGINE REPAIR

HORTICULTURE

AGRICULTURE MECHANICS

VOCATIONAL OFFICE EDUCATION

( ) I am not interested in attending the vocational school.

VOCATIONAL SURVEY

1. What vocational class are you taking? _____

2. Are you satisfied with the vocational course you are in?

   _____

3. Why did you take this class? (check)

   (A) Want to learn a skill for a job

   (B) Liked the teacher

   (C) My friend is taking it

   (D) Thought it was easy

   (E) Only class I could get into

4. Is this your first year at the vocational center? _____

   If "no," are you taking the same course that you took last year? _____

   If "no," why did you change vocational programs?

5. Did you participate in the vocational fair last year?

   _____

6. Did the vocational fair help you choose a vocational course?

   _____

7. Would you recommend the vocational fair be repeated for 9th graders this year? _____

8. List below what you would like to accomplish in this class this year.

SP12 - C1

SECONDARY - POSTSECONDARY

INFOE

INFORMATION NEEDED FOR OCCUPATIONAL ENTRY



GRAPHIC DESIGNERS & ILLUSTRATORS (MIL)
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* ALSO MILITARY ENLISTEE *

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GRAPHIC DESIGNERS AND ILLUSTRATORS IN THE MILITARY PERFORM SOME OR ALL OF THE FOLLOWING DUTIES:

* DRAW GRAPHS AND CHARTS TO REPRESENT BUDGETS, NUMBERS OF TROOPS, SUPPLY LEVELS, AND OFFICE ORGANIZATION
* DEVELOP IDEAS AND DESIGN POSTERS AND SIGNS
* HELP INSTRUCTORS TO DESIGN ARTWORK FOR TRAINING COURSES
* DRAW ILLUSTRATIONS OF BODY PARTS FOR USE IN MEDICAL TRAINING
* DRAW CARTOONS FOR FILMSTRIPS AND ANIMATION FOR FILMS
* MAKE SILKSCREEN PRINTS
* WORK WITH TV AND FILM PRODUCERS TO DESIGN BACKDROPS AND PROPS FOR FILM SETS

THE FOLLOWING MILITARY SERVICES OFFER THIS OCCUPATION: ARMY, NAVY, AIR FORCE, AND MARINE CORPS.

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CIVILIAN GRAPHIC DESIGNERS USUALLY WORK IN WELL-LIGHTED OFFICES.

MILITARY GRAPHIC DESIGNERS AND ILLUSTRATORS USUALLY WORK IN OFFICES ON LAND OR ABOARD SHIPS.

PROJECT INFOE - BUREAU OF EDUCATIONAL RESEARCH & SERVICE
COLLEGE OF EDUCATION, UNIVERSITY OF TENNESSEE, KNOXVILLE

CHARACTERISTICS FOR THIS JOB

ABILITIES

*ABLE TO CONVERT IDEAS INTO VISUAL PRESENTATIONS
*BE NEAT AND HAVE AN EYE FOR DETAIL

INTERESTS

*LIKE ARTWORK OR LETTERING
*ENJOY WORKING WITH YOUR HANDS

PHYSICAL

*GOOD EYE-HAND COORDINATION
*FULL USE OF HANDS
*TO BE IN THE MILITARY, YOU MUST PASS A PHYSICAL EXAMINATION

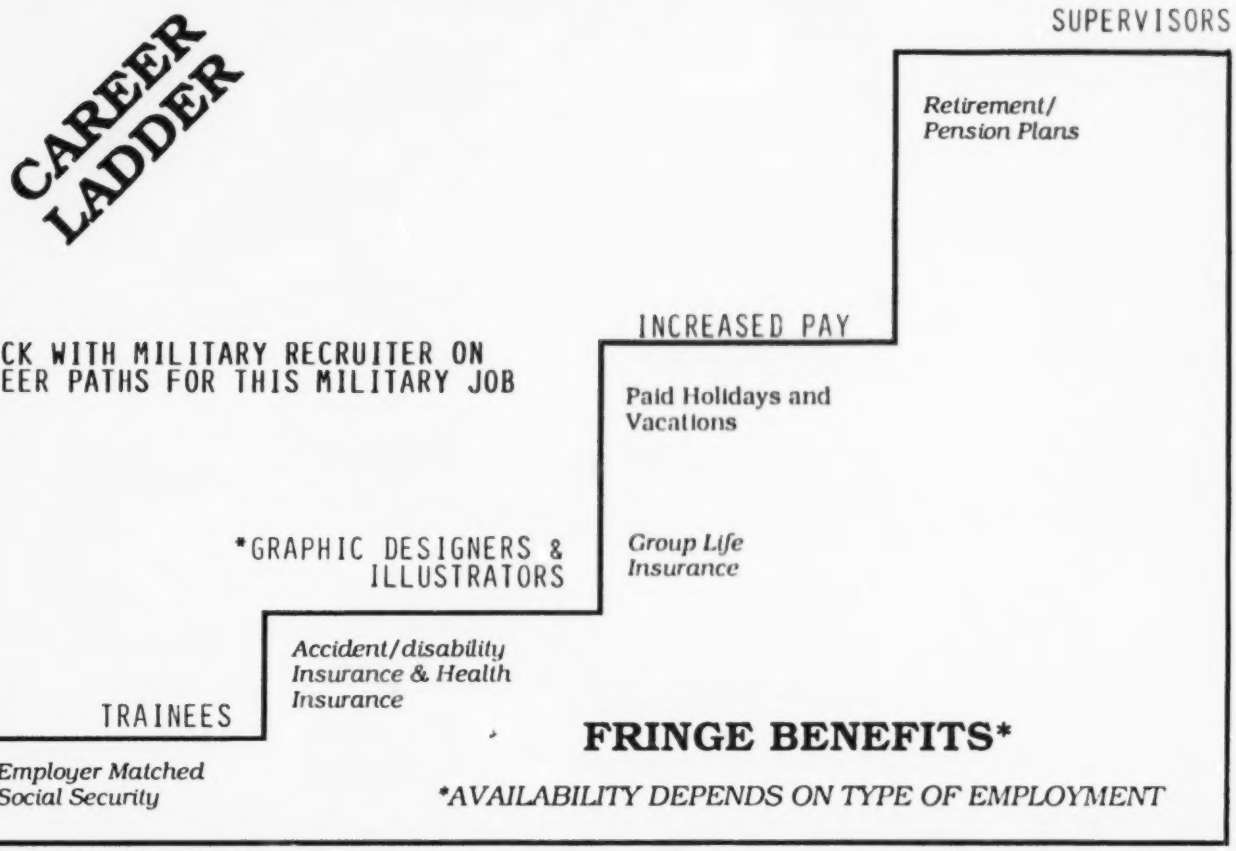
PERSONALITY

*IMAGINATIVE
*SHOW PRIDE IN WORK
*CREATIVE
*DEPENDABLE

SOURCES OF ADDITIONAL INFORMATION

*WRITE: THE NATIONAL ART EDUCATION ASSOCIATION
1916 ASSOCIATION DRIVE
RESTON, VA 22091

*VISIT YOUR LOCAL MILITARY RECRUITING OFFICE AND/OR SEE PAGE 52 OF THE MILITARY CAREER GUIDE.



EDUCATIONAL REQUIREMENTS

YOU MUST HAVE A HIGH SCHOOL EDUCATION FOR THIS JOB. SPECIALIZED TRAINING AT AN ART SCHOOL OR COLLEGE IN COMMERCIAL ART IS USUALLY REQUIRED AS WELL.

COURSE OF STUDY OR FACTS ABOUT TRAINING

HIGH SCHOOL: DRAFTING, ART, HISTORY, MATH AND SCIENCE.

ART SCHOOL OR COLLEGE: COMMERCIAL ART COURSES INCLUDING CLASSES IN DESIGN, COMPOSITION, BRUSH AND PEN LETTERING AND ADVERTISING LAYOUT.

SEE PAGE 4 FOR INFORMATION ON MILITARY TRAINING.





JOB PREPARATION

COURSES IN ART, DRAFTING AND GEOMETRY PROVIDE GOOD BACKGROUND TRAINING FOR THIS LINE OF WORK. VOCATIONAL PROGRAMS IN DRAFTING PROVIDE HELPFUL PREPARATION. MOST ALL AREA VOCATIONAL TECHNICAL SCHOOLS IN TENNESSEE OFFER 2-YEAR PROGRAMS IN DRAFTING.

MILITARY JOB TRAINING CONSISTS OF ABOUT 12 WEEKS OF CLASSROOM INSTRUCTION INCLUDING PRACTICE IN PREPARING GRPHIC DESIGNS AND ILLUSTRATIONS. COURSE CONTENT TYPICALLY INCLUDES:

INTRODUCTION TO GRAPHICS, LETTERING, DRAWING, AND LAYOUT TECHNIQUES
ILLUSTRATION AND TELEVISION GRAPHIC TECHNIQUES
THEORY AND USE OF COLOR

ANNUAL SALARY INFORMATION

HOURS PER WEEK	BEGINNING		EXPERIENCED
40	$15,500-$19,170	TENNESSEE	$18,750-$32,175
40	$14,750-$21,375	NATIONAL	$18,500-$34,505

* SEE YOUR LOCAL RECRUITER FOR MILITARY SALARY RANGES.

JOB OPPORTUNITIES

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MILITARY INFORMATION

SPECIAL REQUIREMENTS

NO SPECIAL REQUIREMENTS.

PHYSICAL DEMANDS

NORMAL COLOR VISION IS REQUIRED TO WORK WITH PAINTS, WATER COLORS, AND OTHER ART MATERIALS. COORDINATION OF EYES, HANDS, AND FINGERS ARE NEEDED TO DRAW SKETCHES.

APTITUDES

IF YOU HAVE TAKEN THE ASVAB TEST, YOU CAN RELATE YOUR SCORES TO THIS OCCUPATION. THE ASVAB SCORE THAT BEST INDICATES YOUR CHANCES OF QUALIFYING FOR THIS OCCUPATION IS HEALTH, SOCIAL AND TECHNOLOGY. FOR MORE INFORMATION, ASK YOUR SCHOOL COUNSELOR FOR A COPY OF THE MILITARY CAREER GUIDE.

RELATED CIVILIAN CAREERS

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